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# Pennsylvania Department of Education

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Commonwealth of Pennsylvania  
**Department of Education**  
333 Market Street  
Harrisburg, PA 17126-0333

**Charter Annual Report**  
**Thursday, February 10, 2011**  
**(Last Accepted: Thursday, February 10, 2011)**

**Entity:** West Phila. Achievement CES  
**Address:** 111 N 49th St  
Philadelphia, PA 19139

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2009 - 2010

**Name of School:** West Phila. Achievement CES

**Date of Local Chartering School Board/PDE Approval:** August 2001

**Length of Charter:** 5 years    **Opening Date:** August 2002

**Grade Level:** K-5    **Hours of Operation:** 8:00 am to 4:00 pm

**Percentage of Certified Staff:** 95    **Total Instructional Staff:** 23

**Student/Teacher Ratio:** 25:1    **Student Waiting List:** 73

**Attendance Rate/Percentage:** 90

## Summary Data Part II

Enrollment: 400 Per Pupil Subsidy: \$ 8608 Reg. Ed. \$ 18512 Sp.ED.

### Student Profile

American Indian/Alaskan Native:	0%
Asian/Pacific Islander:	1%
Black (Non-Hispanic):	97 %
Hispanic:	2%
White (Non-Hispanic):	0
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:  
90 %

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 26 students

### Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	185	185	0	0	0
Instructional Hours	0	0	1387	1387	0	0	0

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

The West Philadelphia Achievement Charter Elementary School (WPACES) serves students from Kindergarten through fifth grade. WPACES is located less than ½ mile from the West Philadelphia Empowerment Zone (EZ), and serves many young people who reside in the EZ, as well as many youngsters who reside in nearby public housing developments such as Haddington Homes. It is a community of high poverty, but also one where there is hope. Many community organizations have endorsed our charter school and work with us on various community endeavors. The school is currently utilizing space at the Kirkbride Center, a human services campus that is deeply connected to the community. There has traditionally been overcrowding in the schools within the vicinity of WPACES as well as through out the school district. WPACES maintains approximately twenty five students per class and teaching assistants are hired at each grade level to further decrease the student/adult ratio.

WPACES has spent the year working in a program expressly designed to pull up the student's test scores by centering in on specific strands and skills on a daily basis. Additionally, professional development has been clearly defined based on the needs of the students and staff. Differentiated instruction, direct reading instruction and cooperative learning techniques have been the focal areas of strategies for the staff and this training is held a minimum of once a month. Staff coaches have been working to enhance best practices within the classrooms.

Students who scored at basic or below basic have been identified and are provided after school activities to address the areas of deficiency. Student demographic information includes

primarily students within the West Philadelphia and surrounding area.

WPACES has been renewed to extend the charter through 2011. The school has also been given permission to increase by one-hundred students during the course of the charter. WPACES has extended its commitment to not only the students of the community but also provides programs for parental participation during the course of the year.

WPACES has an extended school year that includes 185 days for students. Students are required to be in school for a longer school day that begins at 8:00 a.m. and does not end until 4:00 p.m.. The students at WPACES are exposed to an enriched art curriculum and technology is incorporated within the framework of the curriculum as well as a specialization. Small class sizes and a low teacher/student ratio are provided to build an environment that addresses the extra help and support that they need to be successful. Additionally having the partnership with the Experience Corp through Temple University helps the students not only with academics but also with self-esteem and character development. This program provides paraprofessional on a daily basis to tutor the students and support the teacher with one-on-one or small group attention to students.

## **Mission**

The School's Mission Statement is that "All Children Can Learn". At WPACES we are dedicated to stimulating excitement about learning in a safe and respectful environment. We are committed to using the arts and technology to produce educated youth who are prepared to take on the challenges of our society. It is our mission to foster true partnerships with parents and the community.

When students leave this school they will have a firm foundation in the skills necessary to be successful in the middle school curriculums. Students will have the background in the arts and technology to formulate creative, expressive designs, interpretations and appreciation for other's work as well as their own imagination and work. Students will also have a strong sense of accomplishment as they experience success, learning opportunities, celebration of what they can do, ability to take risks as a learner and have the ability to develop trusting relationships with peers and other adults. Students at WPACES are trained to be critical thinkers and strive to always be productive members of a community of learners inviting dialogue, exchange and collaboration.

A philosophical tenet is that the community must be apart of the school. Our school has an ongoing commitment to intergenerational programming through a partnership with paraprofessionals at Temple University who play a key role in the daily academic enrichment activities of the school.

## **Vision**

**Vision:** Nine understandings are essential to the school

- Learners learn what matters to them.

- Learners construct meaning for themselves .
- The arts are critical to the process of making meaning .
- Learners thrive in a safe, supportive environment.
- Learners use both content knowledge and skills as tools to learn more.
- Learners use the world as their laboratory.
- Learners explore their learning over multiple grants.
- Learners learn in collaboration with others.
- Learners never stop learning.

## **Shared Values**

The West Philadelphia Achievement Charter Elementary School founders believe in the power of the arts and technology to stimulate excitement about learning and to provide students with a different way of learning. Universal lessons are transmitted in learner-centered classrooms. High expectations both academically and socially for all children; active student participation and engagement; thematically integrated instruction across disciplines; early intervention and parent participation in the classroom and at home are the basis for the program. West Philadelphia Achievement Charter Elementary School provides students with an enriched art and technology program to support students in their growth and preparation for their future.

## **Academic Standards**

All curriculum is based on the Pennsylvania Content Standards and aligned to the standards set by the State and National Standards. We are also aligned with the standards set by No Child Left Behind. In addition teachers participate in ongoing professional development to enhance the National Standards in each subject area i. e. Mathematics, English/Language Arts, Social Studies, Science, Technology, Creative and Performing Arts and Language . The academic standards involve students in projects and thematic units cross-curricular. Students maintain work folders and portfolios to view and measure their successful achievements over time. The student's level of proficiency is measured through the use of in-house rubrics, standardize testing, and school benchmarks by 4Sight. Also, WPACES uses skills-based report cards to provide parents and staff with a more focused assessment of the student's skill level.

## **Strengths and Challenges**

### **Reading**

The strengths students demonstrate at WPACES are in comprehension in fiction texts and decoding skills. Challenges are in comprehending non-fiction texts and prior knowledge deficits that inhibit achievement and are the cause of many of our students reading below grade level. We are addressing these challenges through providing students with multiple learning opportunities before and after school as well as individual tutoring.

Additionally, we offer rigorous professional development for teachers in the literacy block components and we have enhanced our assessment and monitoring systems to monitor growth throughout the year. Our use of 4Sight benchmark system assisted us in

identifying specific needs in each grade and allowed us to concentrate our efforts in an effective manner. Our intensive professional development program allows teachers to learn and work together planning, reflecting and using the assessment data to inform instruction on a regular basis.

Our curriculum materials are also a strength in our program. We use various leveled texts to support individualized instruction, a research-based reading series (Trophies), and a seventy-minute literacy block, with specific times allotted for shared, guided reading and writing workshop. The literacy block is protected from interruptions and movement such as pull outs or specialty area periods. Each class has a classroom library and students use our school library regularly.

To monitor instruction, school leadership has provided a lesson plan template that requires detailed descriptions of all activities including small group/individual instruction and assessment strategies. We used a walk-through protocol as well as informal and formal observations to provide the teacher (and leadership) with information about strengths and weaknesses in each grade. This information was used in designing the next week's grade group conversations and PD sessions. Each new teacher was also provided with a personal learning coach to enhance the productivity as he or she learned the programs and implemented them for the first time.

### **Mathematics**

In mathematics the areas of strength are data analysis and algebra. The areas of concern are numbers and operations and geometry. We are addressing these areas of concern through the adoption of the 4 Sight benchmark system to enable teachers and leadership track achievement and provide interventions to struggling learners in a more effective manner. In addition, extra time is allotted for small group instruction, individualization, and increased professional development, after school sessions. both in math grade group meetings and

In mathematics the strengths of our program are the use of a research-based math program, Everyday Mathematics, and a carefully designed data -driven instructional decision process. Each grade meets weekly with a math coordinator/coach to examine student work, including unit assessments, and to design strategies to address strength and weaknesses through differentiation. We also employ a consultant company who provide in-class coaching including demonstrations, co- teaching and explicit feedback to teachers on a regular basis.

In literacy and mathematics we need to improve our teacher's ability to interpret data, from both formative and summative assessments and to use it to design instructional programs for both individual students and groups.

School leadership will provide and monitor the use of technology in daily lessons to provide students with more skill related reinforcement and practice.

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

### **Strategic Planning Process**

The Strategic Planning Process at West Philadelphia Achievement Charter Elementary School involves all school staff in development of the Strategic Plan. Input from parents, students, teachers and administrators and other stakeholders is solicited to ensure that all stakeholder voices are heard.

The Strategic Plan is based on the analysis of PSSA, and in-house data that reflects student achievement, student classroom participation, teacher observation and other evidence to demonstrate the quality and effectiveness of the school's educational practices.

The Strategic Plan utilizes the results of proven best-practices and research-based approaches to instruction that have demonstrated good results in similar schools to raise student achievement. The "Getting Results" framework for Continuous School Improvement is used to guide the process. Teachers, administrator, parents and other stakeholders meet for eight plus days over the summer analyzing data the completing the Getting Results tool.

## Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Barbara Moore-Williams	BMW Associates	Other	Board of Trustees
Berry, Leander	WPACES	Parent	Principal
Costa, Peter	Foundations Inc.	Business Representative	CEO
Eric Capers	WPACES Faculty/Tech. Coordinator	Elementary School Teacher	WPACES Chief Executive Officer
Kegler, Shuntaine	Board Chairman	Board Member	Board of Trustees
Kolvolski, Susan	WPACES-Reading Specialist	Other	principal
Latanya Cain	Master Teacher	Elementary School Teacher	WACES Chief Executive Officer
Lena Fraizer	WPACES Math Coach	Elementary School Teacher	WPACES Cheif Executive Officer
Morton, Fayola	WPACES	Elementary School Teacher	ceo
Rena Morrow	WPACES Principal	Administrator	WPACES Chief Executive Officer
Stacy Gill-Phillips	WPACES Chief Executive Officer	Administrator	Board of Trustees

## Goals, Strategies and Activities

### **Goal: MATHEMATICS**

**Description:** Our goal is for at least 60% of our 3rd, 4th, and 5th graders to score proficient or

above in state standardized tests in mathematics, and show at least a 5% yearly growth rate thereafter.

### **Strategy: After School Tutoring**

**Description:** Students performing basic or below basic in mathematics PSSA participate in tutoring as part of the extended day. These students are assigned to small groups to receive targeted instruction to tackle identified math deficits.

#### **Activity: Targeted tutoring sessions**

**Description:** Tutoring sessions were set up for students who were not achieving the unit goals in Everyday Math or were not progressing at the expected rate of progress toward meeting the state goal as measured by the PSSA

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Stacy Gill-Phillips	Start: 1/1/2009 Finish: 7/1/2011	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
		Not approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	

**Status:** Not Started — Overdue

### **Strategy: Weekly Grade Group Math Meetings**

**Description:** The math coordinator meets bi-weekly with each grade group

**Activity: Each grade will meet with the math coordinator to review student work and plan for new strategies**

**Description:** Scheduled weekly meetings were held for each grade group to review student achievement data, share lesson strategies, and plan interventions for targeted students.

### Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Strategy: Weekly Test Prep**

**Description:** Each week teachers will incorporate test prep mini-lessons and assessments on Fridays to insure continuous progress of each student toward goals. The math coordinator will monitor use of materials.

### **Activity: Test Prep implementation**

**Description:** Weekly practice in PSSA format. Math coaches/coordinators go into classrooms to model, coteach and collect data on implementation of math strategies taught during grade group meetings and Professional Development sessions

### Person Responsible Timeline for Implementation Resources

Morton, Fayola	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Goal: READING**

**Description:** At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

### **Strategy: Weekly test prep and striving for excellence drills**

**Description:** Tutoring sessions are set up for students who are not achieving the unit goals in literacy or are not progressing at the expected rate of progress toward meeting the state goals on the PSSA.

### **Activity: Test prep implementation and monitoring**

**Description:** Materials were prepared and distributed to teachers to be included in their plans each week. The materials included teaching strategies and sample items to assess skills measured by PSSA. The implementation was monitored by the reading specialist and professional development administrator.

Weekly meetings for each teacher grade group were held to design lessons assess student work and evaluate teacher strategies.

**Person Responsible Timeline for Implementation Resources**

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Kolvolski, Susan	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS**

**Description:** At least 95% of eligible students will participate in required state-wide assessments.

### **Strategy: Pep Rally**

**Description:** Grade group rallies were held one week before the test was given. They focused on getting a good nights sleep, eating a healthy meal before each test session, setting the alarm clock for you and your parents, doing your best work while taking the test, and reviewing general test taking strategies.

### **Activity: Make-up period**

**Description:** The parents of the students who are absent on the day of the testing session are called to remind them of the make-up test schedule. The principal ensures that all students attend make-up session.

**Person Responsible Timeline for Implementation Resources**

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Stacy Gill-Phillips	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Statement of Quality Assurance**

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

**Intermediate Unit designee met with and when meeting occurred:**

We met with Stacy Goodman and Peggy on December 17, 2009.

There are currently no supporting documents selected for this section.

## **SECTION III. QUALITY OF SCHOOL DESIGN**

### **Rigorous Instructional Program**

Teachers utilize the following curricula: In literacy we use a comprehensive literacy framework. Reading materials are drawn from many sources including the Harcourt Trophy program, classroom libraries and guided reading book sets from Scholastic and Rigby materials. Teachers are also encouraged and taught to use reading sources from current events and the internet use of Study Island. We employ the components of reader's workshop including guided reading, shared reading, and read alouds. Writer's workshop is the format of our writing program and includes shared writing, interactive writing, guided writing, and independent writing.

Everyday Mathematics is the curriculum for our mathematics program. It allows students to learn math through hands- on methods to solving problems. It is a spiraling curriculum which allows students multiple opportunities to experience a concept and eventually become secure in the concept. The program emphasizes conceptual understanding while building a mastery of basic skills.

This year all teachers were trained in Science: It's Elementary( SIE). This program is a hands- on, inquiry based approach to science. In addition, the Foss Science kits are also available to enable the students to think and experience science. The social studies curriculum is based on a standards- based curriculum using the Multiple Intelligence teaching strategies and considers the cultural needs of the students. We use Harcourt social studies series in every grade K-5 to guide the concepts and skills to be covered. It is aligned with the PA standards. All curricula are research-based and aligned to meet Chapter 4 requirements by the publisher and is supplemented by the classroom teacher.

**All** curriculum is student- centered. Students make choices as to content areas to explore in depth and the range of learning modalities to answer questions. Students work together in cooperative groups on mini-lessons that teach particular skills that are dictated by student's needs and standardized test data.

In order to create the learner-centered classroom, the school administration provides training in cooperative learning and multiple intelligences. We engage teachers in intensive and ongoing training in all content areas which includes coaching, mentoring, and other strategies to enable both new and experienced teachers to master the content and pedagogy. WPACES also provides technological resources including Teacher/User Groups, grade groups, math and reading on-line sessions, and an online teacher assistance capability.

*WPACES chosen* curriculums are inquiry-based arts infused, interdisciplinary. Central to the school's mission are the following tenets:

- Students learn what matters and construct meaning for themselves
- The arts are critical to the process of making meaning
- The school is a safe and supportive environment
- Content knowledge and skills are tools that further learning.

- Students explore resources outside of the classroom
- Students use multiple drafts and collaborate with others to learn.

The teacher nurtures and facilitates learning.

- Whole learning pattern shifts and changes as new knowledge and experiences are assimilated.
- Learners develop at their own pace
- Learning represents the ability to use new understanding in novel ways to generate new questions which lead to further learning and more questions.

## **Rigorous Instructional Program - Attachments**

- 08-10 Teacher Induction & Prof Development
- Professional Development Plan
- WPACES Induction Letter
- Statement of Liability Assurance

## **English Language Learners**

The first goal of WPACES English as a second language program is to increase the proficiency of limited English proficient students so they can meet state and national standards of English proficiency. The second goal of the program is to increase the student's language proficiency to enable them to completely and successfully participate in all age and grade level appropriate classes. The academic objectives of the ELL/LEP instructional program are the development of English proficient skills in listening, speaking, and writing. The establishment of a caring setting will provide an understanding to the newness of the culture.

Student participation in the ELL/LEP program is based on the needs of individual students. The results of the Home Language Survey and assessments in listening, speaking, reading and writing will determine the needs of the student. Every student who registered at WPACES will complete or will be assisted in completing the Home Language Survey. When the survey indicates that the student was born in another country or that English is not the language spoken in the home the following procedures will be followed:

- The secretary or administrator registering the student will place the home language survey and the individual registration form in the student's cumulative record folder.
- The staff will be notified of the date the student will begin school.
- The building secretary or administrator will contact the ELL/LEP staff which includes the counselor, the roster chair and the grade level teacher.

Identification and placement will occur when the screening procedures conducted by the ELL/LEP staff are complete. This includes review of previous school records, grades, IEP's, ESL experiences in other middle schools or sending elementary school. The student will be assessed using the Woodcock Munoz Language Survey within one week of their initial enrollment. All students who receive a score of 3-4 or lower on the Woodcock Munoz Language Survey, and age equivalent in English shall be identified as English Language Learners. If the primary language is not Spanish the Bilingual Verbal Abilities Test will be used in conjunction with the WMLS. Observation of student interactions with peers will be completed by teachers and counselor. A conference with parents with the assistance of a translator will be held to determine appropriate program and placement. When a student is prepared to exit the ELL/LEP program the team which consists of the teachers working the student, parent and Principal or designee will

meet and evaluate the student to ensure the student has met the criteria. The following are established criteria for exit:

- Performance on standardized tests in the Language Arts and reading sections
- Satisfactory assessment in English proficiency scores
- Satisfactory performance on report cards and progress reports
- Overall academic performance and adjustments
- Performance in the ELL/LEP program

Instructional program design is one of accommodating students from different language backgrounds in the same class and teachers do not need to be proficient in the home language of their students. The classes are already designed with small group instructional times where teachers work with students at the same level. Using differentiated instruction and resources for individual students facilitates that needs are met for struggling students as well as those that are LEP. The early-exit bilingual program is designed to help children acquire the English skills required to succeed in an English only mainstream classroom. The program provides some initial instruction in the student's first language, primarily for the introduction of reading. Instruction in the first language is phased out rapidly, with most students mainstreamed by the end of first or second grade.

There are currently no supporting documents selected for this section.

## **Graduation Requirements**

WPACES is a K-5 school that promotes students to the 6th grade.

## **Special Education**

WPACES is committed to improving academic and social skills of children with disabilities by developing, implementing and accounting for IEP's through the inclusion model. The program incorporates the following principles and establishes the following objectives in the approach to offer students with special needs an opportunity to participate in a full range of school-based activities.

Inclusion for students that have disabilities can be successfully integrated in the general education program with interventions. These students are part of the general education classroom for the school day. The special education teacher collaborates with the regular education teacher to meet the IEP goals and objectives by merging them into daily class lessons through differentiation. The special education teacher provides recommendations for accommodations and instruction, and supports the student's efforts in class. Inclusion students may also be pulled out of the general classroom to work in small groups on assignments from the general education classroom or to target specific skills. This process allows for remediation along with simultaneous growth at grade level.

Partial inclusion is provided for students that have more severe skill deficits and are unable to participate successfully in a full general education schedule. They may be pulled for reading or math instruction in a small group. When pulled out of class, these students work on instructional level work and not at grade level work. This process allows for the student to be successful in the classroom as well as in the pull out session. Accommodations are made for these students in the general education classroom as determined by their IEP's.

The special education referral process follows the state and federal guidelines. For students who are suspected of having a disability by the teacher or parent, a referral form is completed and available in the main office. The Child Study Team (CST) then meets and reviews the form and schedules a team meeting to gather information from the teacher and parent. Student records, test scores and formal and informal assessments are used to design a Student Support Plan. This plan is implemented and reviewed frequently. Within 30-45 days if the student's progress is minimal, a formal referral is made for comprehensive special education testing. The special education testing is completed no later than the required days and a team meeting is held to determine eligibility for special education services. This process may be shortened if at the initial meeting the team is in agreement that a formal comprehensive evaluation is warranted immediately.

Students accepted and entering Kindergarten are evaluated using a readiness assessment through scholastic. The teachers are then prepared with the skill levels of the students when they first arrive. Several students enter with an IEP already in place. Students coming to kindergarten may not have an IEP but one is created for the student upon enrollment if they have a pre school IEP or receive early intervention.

## Special Education - Attachment

- WPACES SpecEd

### Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Cindy Cole	1.00	Learning Support	WPACES 13		None
Denise Stephens	.25	Learning Support	WPACES 11		None

### Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Therapy Solutions	.50	Speech Therapy	WPACES 12		None
Therapy Solutions	.25	Occupational Therapy	WPACES 1		None

### Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Aide	WPACES	0
Psychologist	WPACES	.75

### Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Solutions	Occupational Therapy	0 hr
Therapy Solutions	Speech Therapy	12.0-15.0 hrs

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA		No	No	No	Yes	Yes

### Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
This school includes grades kindergarten to grade five	No						

### Student Assessment

In 2009-2010, 48.4% of the students at WPACES met or exceeded proficiency in Mathematics, as compared to 45.8 in 2009, which shows an increase of 2.6%: while 32.4% of the students at WPACES met or exceeded proficiency in reading compared to 33.6% which shows a decline of 1.2%.

The PSSA and local data shows that the school is making steady improvements in math over the last 4 years, while reading continues to be a challenge. Each year goals are revised during our school improvement planning process and published throughout the school community, for implementation. This year WPACES plans to address these issues with several new techniques.

The first of which is Response to Intervention, or RTI. RTI is a method of academic intervention used in Pennsylvania which is designed to provide early, effective assistance to children who are having difficulty learning. RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, WPACES will use universal screenings to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, as well as identify students with learning disabilities or other disabilities. WPACES plans to purchase intervention curriculum so that students with deficiencies are able to receive additional opportunities to learn reading and math during the regular school day. Each child who is identified, whether it be through testing, teacher recommendation or parent recommendation, will be offered a second period of instruction in math or reading to help bring them up to grade level in the identified areas.

The second is our mandatory, free tutoring program which will be required for all students who received Basic, or Below basic scores in math or reading. The tutoring program will be held 4 times per week after school and will provide approximately 2 hours of extra, individualized instruction per day to the identified students.

Other tools that WPACES will continue to use to help increase student performance are as follows:

1. The student's instruction day is forty-five minutes longer;
2. The adult-to-student ratio within the classroom has been reduced by  $\frac{1}{2}$  with the use of instructional assistants. This provides individualized attention and assistance for children who need extra help.

### Student Assessment - Attachment

- 09-10 PSSA Data

# Teacher Evaluation

## WPACES PROGRAM FOR PROMOTING TEACHER EFFECTIVENESS

This program is based on a set of principals regarding best practices for developing and monitoring teacher effectiveness. Incentives have been put in place to support effective teachers and help struggling teachers.

### I. OBSERVATIONS:

Each teacher will receive an observation on a lesson where the evaluator will come in the classroom and script and/or record (video) everything that the teacher says in that lesson as evidence for scoring. Evaluators will use the script to base scores and complete a write-up for the post-conference. Evaluators will use a rubric as a guide to assess teacher's performance in the classroom. The rubric emphasizes best practices and includes the following indicators:

1. Standards & Objectives
2. Motivating Students
3. Presenting Instructional Content
4. Lesson Structure & Pacing
5. Questioning
6. Academic Feedback
7. Teacher Content Knowledge
8. Teacher Knowledge of Students
9. Thinking
10. Problem Solving
11. Instructional Plans
12. Student Work
13. Assessment
13. Environment
14. Managing Student Behavior
15. Expectations

Teachers receive extensive training on the rubric for understanding and clarification on instruction. They have been given lessons to implement directly in their classrooms practicing on multiple areas of the rubric. Teachers will be completely knowledgeable about what's expected within their instruction. The principal and other members of the evaluation team expect to continue helping teachers grow professionally through this observation process offering specific feedback in targeted areas consistent with the needed identified in our school improvement plan.

### II.) Observations:

- 1 informal/announced and the other two will be: 1 formal announced and 1 formal unannounced.
- The head of curriculum will complete one observation on each teacher in October.
- The principal will do 2 observations on school forms; one announced and unannounced (use score sheets but no post-conference plan form (January and May)).
- Pre-conference:

\* Teachers & evaluators will sit down and discuss the lesson before the actual observation. Evaluators will provide feedback and offer suggestions to make sure the lesson has all the necessary components.

- Teachers will bring a detailed lesson plan to the pre-conference on the lesson that will be observed. One copy for themselves and one copy for the evaluator will be given during this time. So each teacher should make a copy prior to the pre-conference.

\* Evaluators also have a generic form for recording information on that teacher and will file concluding the pre-conference. This is called a pre-conference form.

- Post-conference:

\* Teacher and evaluators will sit down and discuss what happened in the lesson 24 hours after the lesson. During this session the evaluator will discuss one area of refinement and one area of reinforcement. The two will also discuss the next steps following the meeting to improve that teacher's instruction. That plan will also be supported through coaching.

- Focus on 2 area of refinement & 1 area of reinforcement:

Refinement means an area of need or weakness — teacher needs some support and guidance to improve.

Reinforcement is an area of strength — teacher is doing well and displays strength in this area.

#### FORMS:

- Score sheets — This form will be the guide for the evaluator to use during the post-conference.

- Reflective journals - teachers will receive a reflective journal that consists of blank sheets for recording their reflective thoughts about lessons, what worked well or what didn't work well.

II. COACHING: Mentors and coaches will ensure that teacher make regular use of and study the principles for effective teacher ( engaged time, increased opportunities to learn, direct and supervised teaching, scaffolding instruction, critical forms of knowledge, organizing, storing, and retrieving knowledge, stategic instruction, and explicit instruction)

A.) Mentors

- Mentor #1 will take Kindergarten and 1st grade teachers
- Mentor #2 will take all specialists (art, music, P.E, technology, library & special education)
- Master teacher will take all 2nd, 3rd, 4th and 5th grade teachers

All mentor teachers will assist teachers with focusing on their areas of refinement and track improvements. They will coach teachers on their areas of refinement and reinforcement through classroom visits, observations, feedback, reflective journals, providing resources and ideas, modeling lessons and working with small groups in the classroom.

B.) Reflective Journals

- 2 entries per week
- Form already created with blank sheets for teachers to write their reflections. Teachers need to always record the date for each entry they write.
- Mentor teachers will also reflect as well on their coaching and their own teaching in the classroom. Mentor teachers will provide feedback to each other as well on their entries.

#### III. CLUSTERS:

A.) held one Wednesday a month

B.) split the group up between Mentors & Principal based on teacher needs according to the data collected over the course of the month in grade group meetings, leadership data meetings, and reading & math meeting (Benchmarks, observations)

C.) Information presented will focus on review of the rubric as well as student centered strategies. Student centered strategies will be determined according to what data shows us in each tier. We will select multiple strategies throughout the year focusing on the student's weaknesses. Team will decide on the strategy during the leadership meeting.

#### IV. LEADERSHIP MEETINGS:

- Meetings start at 7:45 am and lasted for an hour.
- During the meeting the team will review data finding the needed areas for us to pinpoint student centered strategies and create lessons that will hone in on the struggling area.

Examples:

- Main Idea = (MiMi) stands for Main Idea = Most Important  
- Nonfiction Text = THIEVES stands for Title, Heading, Italicized/Introduction, Every bold word, Visual features, every caption & label and Sources.

- During the meeting the team will use PSSA's, 4SIGHT, Dibels, progress monitoring data, and running records to decide skills that will be addressed during clusters this year.
- The Team will also discuss coaching plans for teachers to help them improve and continue refining their areas.

\* Teachers will receive communications at the start of the year with their scheduled observation and the time frame for the unannounced observations.

\* Teachers areas of refinement will also be displayed in program director office so we all know what the common threads are throughout the building and be consistently reminded on how and what we (the team) are suppose to be supporting teachers on.

## **Teacher Evaluation - Attachment**

- Teacher Observation and Evaluation

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

There have been no leadership changes in the CAO's office.

### **Board of Trustees**

<u>Name of Trustee</u>	<u>Office (if any)</u>
Leander Berry	Secretary
Andre Muhammad	Member
Helen Little	Member
Shuntaine Kegler	Chair
Pat Russell	Treasurer
Anne Roderiquez	Member
Sherril Mickens	Member
Veronica Buie	Member
Geneva Williams	Member

### **Professional Development (Governance)**

The Board of Trustees has been trained in the following areas: job description of board members, the relationship of the CAO and the board, responsibilities within the context of the operation of the board, board operations, running effective meetings, legal obligations and the Sunshine Act and budget responsibilities.

## **Coordination of the Governance and Management of the School**

The board is ultimately accountable for all operations of the school: for ensuring that the school is complying with its charter, all applicable laws and regulations and for approving all policies and procedures adopted by the school. The Board will be responsible for the formation of the following subcommittees: personnel; curriculum and instruction; fundraising; recruitment and community relations and others as needed. Each board member serves on at least one committee. Assignment to committees is based upon the education and experience of the board member.

## **Coordination of the Governance and Management of the School - Attachments**

- Board of Trustees Meeting Calendar
- 10-11 Board Mtg Calendar

## **Community and Parent Engagement**

The Board of Trustees promotes opportunities for community and parent engagement in school activities by having two parents of currently enrolled students serve on the Board of Trustees. Parents are encouraged to join the parent association Advisory Committee. Parent participation in the day-to-day operations of the school occurs at two levels. Parents are given preference in the hiring of personnel for the school. Parents are eligible to apply for any position, for which they meet the education and experience criteria. All parents are encouraged to contribute at least three hours per month of volunteer service. Parents who are not employed outside the home will volunteer in classrooms and the school office. Parents who are employed may fulfill their volunteer responsibilities by serving on committees such as publicity, fund-raising, recruitment, and community relations.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

We completed several fundraising activities for the 2009-2010 school year that included: candy apple sales, school store sales, bake sales and candy sales. We will embark on a major capitol fund-raising effort to support the purchase of a new school building.

### **Fiscal Solvency Policies**

A fund balance has been created since the school opened its doors and each year we seek to increase this amount to help our school afford a new facility. The fund balance was created so the school had a buffer in the event of unforeseen circumstances such as repair of damages to the building, and so payrolls could be met in the event federal funds or local funds are delayed. As mentioned, ultimately, the school plan for this fund balance is to use it as a foundation for a new school building project. Currently, the school is located in a facility that was constructed as a hospital.

## **Accounting System**

The schools chart of accounts mirrors that of the state chart of accounts. Generally Accepted Accounting Principals(GAAP) is followed for accrual-based accounts.

## **Preliminary Statements of Revenues, Expenditures & Fund Balances**

### **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment**

- Preliminary Statement of Revenues, Expenditures & Fund Balances

## **Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit**

Citrin Cooperman and Company, LLP is the schools audit firm for the 2009-2010 school year. The date of the last audit was on a January 12, 2008. The opinion was that the audit ended in conformity with accounting principles generally accepted in the United States of America.

### **Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit - Attachment**

- 2009-10 Audit Review

## **Citations and follow-up actions for any State Audit Report**

The school is entering its ninth year of operation.

## **SECTION VII. FACILITY RESPONSIBILITIES**

### **Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year**

The Charter School leases a facility at 111 N. 49th Street in Philadelphia. All furniture and equipment were purchased after obtaining quotes from various vendors.

## **Future Facility Plans and Other Capital Needs**

The school intends to start a new building project to be completed in 2011. We are making use of strategic budgeting to maintain the fund balance required to engage in bond financing.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

### **Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students**

**The 2009-10 information will be updated once report is completed.**

A current Use and Occupancy Certificate has been issued by the City of Philadelphia. Classrooms contain posted evacuation directions, fire drills are held regularly, and a log is maintained in the main school office. All health and immunization records are secured in the nurse's office. WPACES receives a reimbursement from the State of Pennsylvania for the amount of \$5394.37 for the 2006/2007 reporting period and \$5892.60 for the 2007/2008 reporting period.

### **Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students - Attachments**

- Welless Policy
- Evidence of Reimbursement 07-08
- Request for Reimbursement and Report of School Health Services

### **Current School Insurance Coverage Policies and Programs**

Personal Choice, Keystone Health Plan, Worker's Compensation, General Liability, Corporate Officers Errors and Omissions and contents insurance, wage continuation, life insurance.

### **Current School Insurance Coverage Policies and Programs - Attachment**

- 09-10 Certificate of Liability

## **SECTION IX. ADMINISTRATIVE NEEDS**

## Quality of Teaching and Other Staff

Staff retention is due to the dedication to the mission of the school and the service to the students, the ability to have input into program implementation and the belief they are making a difference.

## Quality of Teaching and Other Staff - Attachment

- PDE 414 09-10

## Student Enrollment

WPACES offers kindergarten and first grade.

WPACES will comply with all local, state and federal regulations regarding nondiscrimination. This school will not discriminate in employment, programs or activities based on race, color, religion, age, notional origin, ancestry, physical handicap, gender, sexual orientation, union membership or limited English proficiency. Students entering into Kindergarten must be the age of five by September 1st. In accordance with Act 22 if the number of applications for the school as a whole or for one or more grades exceeds the enrollment cap, a lottery will be conducted to select students. Children that have siblings will automatically be accepted. Otherwise children are enrolled on a first come first served bases.

Provide an enrollment history for the past year, by grade level, including the number of students initially enrolled, number dropped, and number added. For students who transferred out, indicate the school(s) to which they transferred, if known.

2009-2010 School year

Grade level	Students Initially enrolled	Students Added	Students who Withdrew	School
k	73	0	9	Neighborhood
1	96	0	20	Neighborhood
2	90	0	31	Neighborhood
3	77	0	18	Neighborhood
4	80	0	20	Neighborhood
5	60	0	15	Neighborhood

Total                    476                    350                    113

Provide the number of students who completed the 2009-2010 year who are currently enrolled to return in September.

### **260**

Provide numbers of students who were required to leave the school (expulsions, other), and the numbers who left voluntarily.

No students were required to leave. Seventy-seven students left voluntarily.

b.) Discuss any trends in enrollment including student turnover and retention data. Drawing upon exit interviews and other sources, explain why students choose to, or not to, return to the school. If the school is under- or over-enrolled based on the charter, provide an explanation. Students transferred from the school because families relocate and other students were admitted to cyber charter schools.

## **Student Enrollment - Attachment**

- Student Enrollment Policy

## **Transportation**

The majority of our students live within walking distance of the school. For those students who do not, those who meet transportation eligibility requirements established by the School District of Philadelphia are offered free tokens, busing and/or parental reimbursement. All other students may purchase tokens at a discount. The charter school applies to the School district of Philadelphia for reimbursement of the difference between the purchase and sale price. For students who do not meet the district's eligibility requirements, parents are responsible for arranging transportation. Staff works with parents to arrange car pools, where necessary and feasible. Special Education students are accommodated as specified in their IEP. Currently, there are no special education students requiring transportation. Allowing aides to assist in monitoring behavior and giving the charter school more control over driver misconduct would be an improvement.

## **Food Service Program**

The school has the capacity to serve breakfast and lunch. The building has appropriate space for food preparation and serving. The founding body submitted applications to participate in all applicable Federal and State free and reduced price breakfast and lunch programs under the National School Lunch Act and other applicable opportunities. Ninety percent of the students participate in the free and reduced lunch program. With the approval of the application, the school has complied with all necessary procedures and regulations to meet program requirements. Children who do not qualify for free meals will pay up to the limit on reduced price meals, and other children will pay the full price. Children who are not eligible or who choose not to participate will be expected to bring a bag lunch and snacks. Currently, WPACES partners with the local school district to administer this program.

## **Student Conduct**

a. The code of conduct is in line with the School District of Philadelphia, and the Pennsylvania School Code Regulations. This school promotes an approach to discipline that is positive and proactive. All WPACES students are expected to be courteous, on time and attend school regularly. The school adheres to due process requirements for all students.

b. Fifty-seven students were involved in one hundred and twelve suspensions. No students were expelled during the 2007-2008 school year.

## **Student Conduct - Attachment**

- Discipline Policy

## **Signature Page**

## Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The West Phila. Achievement CES within Philadelphia IU 26 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

**This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.**

\_\_\_\_\_  
**Board President**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Chief Executive Officer**  
**2009 - 2010 Annual Report for Pennsylvania Charter Schools**

\_\_\_\_\_  
**Date**

**Verify that all DATA reports to PDE are complete**

**YES** \_\_\_\_\_ **NO** \_\_\_\_\_

## **Assurance for Compliance with the Public Official & Employee Ethics Act**

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, *et seq.* and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 *et seq.*) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The West Phila. Achievement CES assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at:  
<http://www.ethics.state.pa.us/ethics/site/>

**The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.**

*Identify the charter school's Chief Executive Officer.*

**Name:** Stacy Gill-Phillips   **Title:** CEO  
**Phone:** 2154766471   **Fax:** 2154766481  
**E-mail:** stacy4home@aol.com

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*Signature of the Chief Executive Officer and Date*

*Identify the charter school's President of the Board of Trustees.*

**Name:** Shuntaine Kegler   **Title:** Chairman  
**Phone:** 2154766471   **Fax:** 2154766481  
**E-mail:** skegler@wpaces.org

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*Signature of the President of the Board of Trustees and Date*

*Identify the charter school's Special Education Contact Person.*

**Name:** Cindy Cole   **Title:** Spec Education Coordinator  
**Phone:** 2154766471   **Fax:** 2154766481  
**E-mail:** ccole@wpaces.org

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachment**

- WPACES 2010 Assurances